

R EARLE DAVIS ELEMENTARY

2305 Frink Street
Cayce, South Carolina 29033

GRADES K-5 Elementary School

ENROLLMENT 354 Students

PRINCIPAL James Hinton 803-739-4080

SUPERINTENDENT Barry F. Bolen 803-739-8399

BOARD CHAIR Jerry S. Chitty 803-739-4708

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	36	56	4	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Good	Below Average	No
2004	Average	Unsatisfactory	Yes

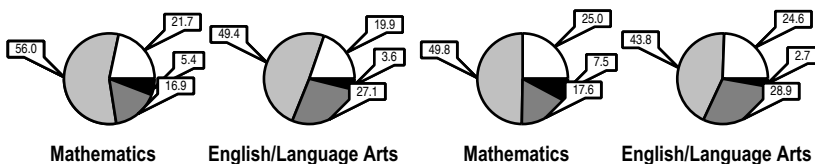
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	189	100.0	19.9	49.4	27.1	3.6	44.6	Yes	Yes
Gender									
Male	100	100.0	28.6	47.6	23.8	0.0	33.3		
Female	89	100.0	11.0	51.2	30.5	7.3	56.1		
Racial/Ethnic Group									
White	47	100.0	10.5	57.9	26.3	5.3	44.7	I/S	I/S
African-American	138	100.0	23.2	46.4	27.2	3.2	44.8	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	153	100.0	16.7	46.2	32.6	4.5	53.0		
Disabled	36	100.0	32.4	61.8	5.9	0.0	11.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	189	100.0	19.9	49.4	27.1	3.6	44.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	189	100.0	19.9	49.4	27.1	3.6	44.6		
Socio-Economic Status									
Subsidized meals	141	100.0	23.8	45.2	27.0	4.0	46.0	Yes	Yes
Full-pay meals	48	100.0	7.5	62.5	27.5	2.5	40.0		

Mathematics - State Performance Objective = 15.5%									
All Students	189	100.0	21.7	56.0	16.9	5.4	39.8	Yes	Yes
Gender									
Male	100	100.0	23.8	54.8	15.5	6.0	38.1		
Female	89	100.0	19.5	57.3	18.3	4.9	41.5		
Racial/Ethnic Group									
White	47	100.0	15.8	47.4	26.3	10.5	57.9	I/S	I/S
African-American	138	100.0	24.0	57.6	14.4	4.0	35.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	153	100.0	13.6	59.8	19.7	6.8	47.0		
Disabled	36	100.0	52.9	41.2	5.9	0.0	11.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	189	100.0	21.7	56.0	16.9	5.4	39.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	189	100.0	21.7	56.0	16.9	5.4	39.8		
Socio-Economic Status									
Subsidized meals	141	100.0	23.8	54.8	16.7	4.8	34.9	Yes	Yes
Full-pay meals	48	100.0	15.0	60.0	17.5	7.5	55.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	62	96.8	13.0	55.6	29.6	1.9	31.5
	Grade 4	56	100.0	11.8	58.8	23.5	5.9	29.4
	Grade 5	73	100.0	35.3	44.1	20.6	N/A	20.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	59	100.0	19.6	28.6	42.9	8.9	51.8
	Grade 4	64	100.0	23.0	59.0	18.0	N/A	18.0
	Grade 5	66	100.0	23.3	53.3	21.7	1.7	23.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	62	100.0	21.8	60.0	12.7	5.5	18.2
	Grade 4	56	100.0	21.6	52.9	21.6	3.9	25.5
	Grade 5	73	100.0	29.4	47.1	16.2	7.4	23.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	59	100.0	19.6	55.4	21.4	3.6	25.0
	Grade 4	64	100.0	23.0	54.1	19.7	3.3	23.0
	Grade 5	66	100.0	25.0	56.7	10.0	8.3	18.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 354)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.2%	Down from 2.5%	3.6%	2.7%
Attendance rate	96.6%	Up from 96.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.4%		3.8%	3.5%
Eligible for gifted and talented	6.3%	Down from 14.4%	9.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.9%	Down from 10.1%	9.5%	8.2%
Older than usual for grade	0.8%	Up from 0.3%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Up from 1.4%	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	50.0%	Down from 56.7%	46.7%	51.4%
Continuing contract teachers	83.3%	Down from 93.3%	87.5%	87.5%
Highly qualified teachers**	94.4%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	3.7%		0.0%	0.0%
Teachers returning from previous year	84.7%	Up from 84.3%	86.8%	86.7%
Teacher attendance rate	92.5%	Down from 94.1%	94.7%	94.9%
Average teacher salary	\$42,966	Up 1.3%	\$39,961	\$40,760
Prof. development days/teacher	20.3 days	Up from 16.2 days	13.3 days	12.4 days

School

Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 15.0 to 1	18.4 to 1	18.9 to 1
Prime instructional time	87.7%	Down from 88.7%	89.5%	90.0%
Dollars spent per pupil*	\$7,003	Down 2.8%	\$6,069	\$6,044
Percent of expenditures for teacher salaries*	69.1%	Up from 68.8%	65.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Davis Elementary completed another successful school year in providing quality instruction to 403 students in grades Pre-K - 5. Our most important goal as a school and community is to provide a high quality education for our students through an effective and innovative instructional program. Our focus for this school year was to improve student learning by: 1) implementing an exemplary ELA program through the Davis Reading and Writing Kingdom, 2) implementing the first phase of the technology focus, 3) implementing a results data based instructional program to enhance individual student proficiency in reading, writing, and math. Our accomplishments included:

Davis Elementary received an Absolute Rating of Good this year on the State Report Card. This improved rating is the result of student performance on the PACT with higher numbers of students scoring at or above the basic level. The school met 19 out of 21 adequate yearly progress objectives set forth by the No Child Left Behind law. Although the school was not given credit for meeting AYP, improvement is still being made in the area of student proficiency with 90% of these objectives being met in this first year of this new rating system.

Davis Elementary began the process of becoming a technology focus school. The staff participated in a yearlong staff development program learning how to integrate technology into the daily instructional learning standards and objectives. Two major components of the focus were initiated as active boards were installed in all classrooms, and a wireless network was activated school-wide. The school is in the process of completing the setup of the new production lab that will be utilized by students to create project based learning opportunities.

Davis Elementary is very proud to be completing a \$3.7 million renovation-building project that includes a new fine arts and physical education wing, a new early childhood wing, a new cafeteria and kitchen, and a new main entrance. The existing buildings were given a major face-lift including new windows and doors, installing the infrastructure for the new technology focus, a school-wide communication system, a new fire monitoring system, new HVAC systems, and completely enclosing the two buildings into one continuous facility. The new building additions have eliminated the need for outside portable classrooms.

This narrative would not be complete without special recognition for the sustained support and dedication from our staff, students, parents and school community. Davis Elementary is starting its third year as a Red Carpet Award winning school. The PTO, Parent University, and SIC meetings had record participation. The Davis Staff had the highest membership in the Columbia Area Reading Council, and presented at every major state curriculum conference. A record number of student awards were given in our quarterly "Braggon" Dragon celebrations. The school chorus performed at the State Fair and Carowinds. The work and support of the PTO/SIC reached every classroom and touched every child in the school. Our parent and community volunteers spent countless hours in the school making our students' lives richer. The school wants to thank the parents for all of the support and faith that you give to us.

Jim Hinton - Principal, Deborah Farmer - SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	57	20
Percent satisfied with learning environment	96.3%	94.7%	78.9%
Percent satisfied with social and physical environment	100.0%	93.0%	90.0%
Percent satisfied with home-school relations	100.0%	96.5%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.